

# Bean Bag Toss

## Directions:

1. Give each child and parent (or two children), a bean bag and have them stand 2 steps apart facing each other.
2. Have one person throw the bean bag and the other catch it. If they are successful, they each take one step back.
3. Have them keep repeating until they drop the bean bag. When they drop it, have them start over standing close together in their original positions.

OR set up a bucket for children to throw bean bags into, a hula hoop to throw bean bags through, or a tower or cans/ empty plastic bottles to throw beanbags to knock over.

*No beanbags? Use scrap paper rolled into a ball, tied up socks, or small stuffed animals like beanie babies!*



# Bean Bag Toss

## Directions:

1. Give each child and parent (or two children), a bean bag and have them stand 2 steps apart facing each other.
2. Have one person throw the bean bag and the other catch it. If they are successful, they each take one step back.
3. Have them keep repeating until they drop the bean bag. When they drop it, have them start over standing close together in their original positions.

OR set up a bucket for children to throw bean bags into, a hula hoop to throw bean bags through, or a tower or cans/ empty plastic bottles to throw beanbags to knock over.

*No beanbags? Use scrap paper rolled into a ball, tied up socks, or small stuffed animals like beanie babies!*



# Bean Bag Toss

## Directions:

1. Give each child and parent (or two children), a bean bag and have them stand 2 steps apart facing each other.
2. Have one person throw the bean bag and the other catch it. If they are successful, they each take one step back.
3. Have them keep repeating until they drop the bean bag. When they drop it, have them start over standing close together in their original positions.

OR set up a bucket for children to throw bean bags into, a hula hoop to throw bean bags through, or a tower or cans/ empty plastic bottles to throw beanbags to knock over.

*No beanbags? Use scrap paper rolled into a ball, tied up socks, or small stuffed animals like beanie babies!*



# Bean Bag Toss

## Directions:

1. Give each child and parent (or two children), a bean bag and have them stand 2 steps apart facing each other.
2. Have one person throw the bean bag and the other catch it. If they are successful, they each take one step back.
3. Have them keep repeating until they drop the bean bag. When they drop it, have them start over standing close together in their original positions.

OR set up a bucket for children to throw bean bags into, a hula hoop to throw bean bags through, or a tower or cans/ empty plastic bottles to throw beanbags to knock over.

*No beanbags? Use scrap paper rolled into a ball, tied up socks, or small stuffed animals like beanie babies!*



# Red Light Green Light

Before You Start: Define playing area with a start and finish line.  
Review rules with players.

Directions:

1. Select one person to be the caller while all other participants stand at the start line.
2. When yelling "green light" the caller must turn around so he/she cannot see anyone and everyone will move forward toward the caller.
3. The caller will turn around when yelling "red light" and everyone must freeze.
4. Anyone who is still moving when the caller turns around is sent back to starting line.
5. The first person to reach the caller is the caller for the next round.



# Red Light Green Light

Before You Start: Define playing area with a start and finish line.  
Review rules with players.

Directions:

1. Select one person to be the caller while all other participants stand at the start line.
2. When yelling "green light" the caller must turn around so he/she cannot see anyone and everyone will move forward toward the caller.
3. The caller will turn around when yelling "red light" and everyone must freeze.
4. Anyone who is still moving when the caller turns around is sent back to starting line.
5. The first person to reach the caller is the caller for the next round.



# Red Light Green Light

Before You Start: Define playing area with a start and finish line.  
Review rules with players.

Directions:

1. Select one person to be the caller while all other participants stand at the start line.
2. When yelling "green light" the caller must turn around so he/she cannot see anyone and everyone will move forward toward the caller.
3. The caller will turn around when yelling "red light" and everyone must freeze.
4. Anyone who is still moving when the caller turns around is sent back to starting line.
5. The first person to reach the caller is the caller for the next round.



# Red Light Green Light

Before You Start: Define playing area with a start and finish line.  
Review rules with players.

Directions:

1. Select one person to be the caller while all other participants stand at the start line.
2. When yelling "green light" the caller must turn around so he/she cannot see anyone and everyone will move forward toward the caller.
3. The caller will turn around when yelling "red light" and everyone must freeze.
4. Anyone who is still moving when the caller turns around is sent back to starting line.
5. The first person to reach the caller is the caller for the next round.



# Hoop Hop

## Materials:

- Hula hoops

## Directions:

1. Set hoops on the floor so that they are touching.
2. Make a line or create another pattern using the hoops.
3. Have parents model for their child by jumping with both feet or hop on one foot from hoop to hoop.
4. Have children jump with both feet or hop on one foot from hoop to hoop. It may take several jumps to get from one hoop to another.
5. Motivate and encourage them throughout the activity!



# Hoop Hop

## Materials:

- Hula hoops

## Directions:

1. Set hoops on the floor so that they are touching.
2. Make a line or create another pattern using the hoops.
3. Have parents model for their child by jumping with both feet or hop on one foot from hoop to hoop.
4. Have children jump with both feet or hop on one foot from hoop to hoop. It may take several jumps to get from one hoop to another.
5. Motivate and encourage them throughout the activity!



# Hoop Hop

## Materials:

- Hula hoops

## Directions:

1. Set hoops on the floor so that they are touching.
2. Make a line or create another pattern using the hoops.
3. Have parents model for their child by jumping with both feet or hop on one foot from hoop to hoop.
4. Have children jump with both feet or hop on one foot from hoop to hoop. It may take several jumps to get from one hoop to another.
5. Motivate and encourage them throughout the activity!



# Hoop Hop

## Materials:

- Hula hoops

## Directions:

1. Set hoops on the floor so that they are touching.
2. Make a line or create another pattern using the hoops.
3. Have parents model for their child by jumping with both feet or hop on one foot from hoop to hoop.
4. Have children jump with both feet or hop on one foot from hoop to hoop. It may take several jumps to get from one hoop to another.
5. Motivate and encourage them throughout the activity!



# As If

## Directions:

Read the follow sentences and have children act them out:

- Jog in place **as if** a big scary bear is chasing you.
- Walk forward **as if** you're walking through chocolate pudding.
- Jump in place **as if** you are popcorn popping.
- Reach up **as if** grabbing balloons out of the air.
- March in place and play the drums **as if** you are in a marching band.
- Paint **as if** the paint brush is attached to your head.
- Swim **as if** you are in a giant pool of Jell-O.
- Move your feet on the floor **as if** you are ice skating.
- Shake your body **as if** you are a wet dog.
- Have children create new sentences for additional activities.



# As If

## Directions:

Read the follow sentences and have children act them out:

- Jog in place **as if** a big scary bear is chasing you.
- Walk forward **as if** you're walking through chocolate pudding.
- Jump in place **as if** you are popcorn popping.
- Reach up **as if** grabbing balloons out of the air.
- March in place and play the drums **as if** you are in a marching band.
- Paint **as if** the paint brush is attached to your head.
- Swim **as if** you are in a giant pool of Jell-O.
- Move your feet on the floor **as if** you are ice skating.
- Shake your body **as if** you are a wet dog.
- Have children create new sentences for additional activities.



# As If

## Directions:

Read the follow sentences and have children act them out:

- Jog in place **as if** a big scary bear is chasing you.
- Walk forward **as if** you're walking through chocolate pudding.
- Jump in place **as if** you are popcorn popping.
- Reach up **as if** grabbing balloons out of the air.
- March in place and play the drums **as if** you are in a marching band.
- Paint **as if** the paint brush is attached to your head.
- Swim **as if** you are in a giant pool of Jell-O.
- Move your feet on the floor **as if** you are ice skating.
- Shake your body **as if** you are a wet dog.
- Have children create new sentences for additional activities.



# As If

## Directions:

Read the follow sentences and have children act them out:

- Jog in place **as if** a big scary bear is chasing you.
- Walk forward **as if** you're walking through chocolate pudding.
- Jump in place **as if** you are popcorn popping.
- Reach up **as if** grabbing balloons out of the air.
- March in place and play the drums **as if** you are in a marching band.
- Paint **as if** the paint brush is attached to your head.
- Swim **as if** you are in a giant pool of Jell-O.
- Move your feet on the floor **as if** you are ice skating.
- Shake your body **as if** you are a wet dog.
- Have children create new sentences for additional activities.



# Jump Whistle

## Materials:

- Whistle

## Before You Start:

- Make sure children know right and left, front and back. (These are the 4 sides to which they must jump.)

## Directions:

Have all participants face forward. Each time the whistle blows:

- One whistle: jump front, center
- Two whistles: Jump front, right, center
- Three whistles: Jump front, right, back, center
- Four whistles: jump front, right, back, left, center

Everyone should always end up back at center, facing the leader. You can mix up the whistles, one, two, three, two, one, three, two, or four.



# Jump Whistle

## Materials:

- Whistle

## Before You Start:

- Make sure children know right and left, front and back. (These are the 4 sides to which they must jump.)

## Directions:

Have all participants face forward. Each time the whistle blows:

- One whistle: jump front, center
- Two whistles: Jump front, right, center
- Three whistles: Jump front, right, back, center
- Four whistles: jump front, right, back, left, center

Everyone should always end up back at center, facing the leader. You can mix up the whistles, one, two, three, two, one, three, two, or four.



# Jump Whistle

## Materials:

- Whistle

## Before You Start:

- Make sure children know right and left, front and back. (These are the 4 sides to which they must jump.)

## Directions:

Have all participants face forward. Each time the whistle blows:

- One whistle: jump front, center
- Two whistles: Jump front, right, center
- Three whistles: Jump front, right, back, center
- Four whistles: jump front, right, back, left, center

Everyone should always end up back at center, facing the leader. You can mix up the whistles, one, two, three, two, one, three, two, or four.



# Jump Whistle

## Materials:

- Whistle

## Before You Start:

- Make sure children know right and left, front and back. (These are the 4 sides to which they must jump.)

## Directions:

Have all participants face forward. Each time the whistle blows:

- One whistle: jump front, center
- Two whistles: Jump front, right, center
- Three whistles: Jump front, right, back, center
- Four whistles: jump front, right, back, left, center

Everyone should always end up back at center, facing the leader. You can mix up the whistles, one, two, three, two, one, three, two, or four.



# Snow Treasure Hunt

## Materials:

- Pretend snow or play dough
- Small toys (bouncy balls, toy animals, etc.)
- Small shovels

## Directions:

- Spread out pretend snow on the table and hide small toys in the pretend snow.
- Allow children to play in the snow and find them.



# Snow Treasure Hunt

## Materials:

- Pretend snow or play dough
- Small toys (bouncy balls, toy animals, etc.)
- Small shovels

## Directions:

- Spread out pretend snow on the table and hide small toys in the pretend snow.
- Allow children to play in the snow and find them.



# Snow Treasure Hunt

## Materials:

- Pretend snow or play dough
- Small toys (bouncy balls, toy animals, etc.)
- Small shovels

## Directions:

- Spread out pretend snow on the table and hide small toys in the pretend snow.
- Allow children to play in the snow and find them.



# Snow Treasure Hunt

## Materials:

- Pretend snow or play dough
- Small toys (bouncy balls, toy animals, etc.)
- Small shovels

## Directions:

- Spread out pretend snow on the table and hide small toys in the pretend snow.
- Allow children to play in the snow and find them.



# Hoop Hop

## Materials:

- Hula hoops

## Directions:

1. Set hoops on the floor so that they are touching.
2. Make a line or create another pattern using the hoops.
3. Have parents model for their child by jumping with both feet or hop on one foot from hoop to hoop.
4. Have children jump with both feet or hop on one foot from hoop to hoop. It may take several jumps to get from one hoop to another.
5. Motivate and encourage them throughout the activity!



# Hoop Hop

## Materials:

- Hula hoops

## Directions:

1. Set hoops on the floor so that they are touching.
2. Make a line or create another pattern using the hoops.
3. Have parents model for their child by jumping with both feet or hop on one foot from hoop to hoop.
4. Have children jump with both feet or hop on one foot from hoop to hoop. It may take several jumps to get from one hoop to another.
5. Motivate and encourage them throughout the activity!



# Hoop Hop

## Materials:

- Hula hoops

## Directions:

1. Set hoops on the floor so that they are touching.
2. Make a line or create another pattern using the hoops.
3. Have parents model for their child by jumping with both feet or hop on one foot from hoop to hoop.
4. Have children jump with both feet or hop on one foot from hoop to hoop. It may take several jumps to get from one hoop to another.
5. Motivate and encourage them throughout the activity!



# Hoop Hop

## Materials:

- Hula hoops

## Directions:

1. Set hoops on the floor so that they are touching.
2. Make a line or create another pattern using the hoops.
3. Have parents model for their child by jumping with both feet or hop on one foot from hoop to hoop.
4. Have children jump with both feet or hop on one foot from hoop to hoop. It may take several jumps to get from one hoop to another.
5. Motivate and encourage them throughout the activity!



# Sock Toss

## Materials:

- Laundry basket or box
- Pairs of socks (could also use small sized balls, bean bags, etc.)

## Directions:

1. Roll pairs of socks into balls.
2. Place an empty laundry basket about two feet from children.
3. Show children how to toss socks underhand into the basket.
4. Demonstrate taking turns by having children and parents alternate.
5. Have children practice counting or name color of socks while they toss.



# Sock Toss

## Materials:

- Laundry basket or box
- Pairs of socks (could also use small sized balls, bean bags, etc.)

## Directions:

1. Roll pairs of socks into balls.
2. Place an empty laundry basket about two feet from children.
3. Show children how to toss socks underhand into the basket.
4. Demonstrate taking turns by having children and parents alternate.
5. Have children practice counting or name color of socks while they toss.



# Sock Toss

## Materials:

- Laundry basket or box
- Pairs of socks (could also use small sized balls, bean bags, etc.)

## Directions:

1. Roll pairs of socks into balls.
2. Place an empty laundry basket about two feet from children.
3. Show children how to toss socks underhand into the basket.
4. Demonstrate taking turns by having children and parents alternate.
5. Have children practice counting or name color of socks while they toss.



# Sock Toss

## Materials:

- Laundry basket or box
- Pairs of socks (could also use small sized balls, bean bags, etc.)

## Directions:

1. Roll pairs of socks into balls.
2. Place an empty laundry basket about two feet from children.
3. Show children how to toss socks underhand into the basket.
4. Demonstrate taking turns by having children and parents alternate.
5. Have children practice counting or name color of socks while they toss.





# What can I do instead of watch TV?

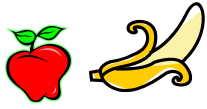
---



# Dinner Menu

---

Fruit:



Vegetable:



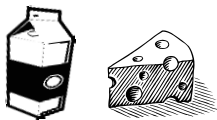
Grains:



Protein:








Dairy:



# My Favorite Food

---

Grains 	Protein 	Fruit 	Vegetable 	Dairy 

# Fruit Wheels

## Materials:

- Plates
- Rice Cakes (grain group)
- Low-fat flavored cream cheese (dairy group)
- Diced fruit (fruit group)

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table.
2. Provide parents and children a plate and rice cake.
3. Have parents and children prepare Fruit Wheels together by spreading cream cheese onto rice cake and topping with diced fruit.
4. Discuss the food groups included in the meal.



# Fruit Wheels

## Materials:

- Plates
- Rice Cakes (grain group)
- Low-fat flavored cream cheese (dairy group)
- Diced fruit (fruit group)

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table.
2. Provide parents and children a plate and rice cake.
3. Have parents and children prepare Fruit Wheels together by spreading cream cheese onto rice cake and topping with diced fruit.
4. Discuss the food groups included in the meal.



# Fruit Wheels

## Materials:

- Plates
- Rice Cakes (grain group)
- Low-fat flavored cream cheese (dairy group)
- Diced fruit (fruit group)

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table.
2. Provide parents and children a plate and rice cake.
3. Have parents and children prepare Fruit Wheels together by spreading cream cheese onto rice cake and topping with diced fruit.
4. Discuss the food groups included in the meal.



# Fruit Wheels

## Materials:

- Plates
- Rice Cakes (grain group)
- Low-fat flavored cream cheese (dairy group)
- Diced fruit (fruit group)

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table.
2. Provide parents and children a plate and rice cake.
3. Have parents and children prepare Fruit Wheels together by spreading cream cheese onto rice cake and topping with diced fruit.
4. Discuss the food groups included in the meal.



# Oatmeal Bar

## Materials:

- Bowls
- Oatmeal
- Toppings such as nuts, diced fruits, yogurt, granola

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up station on table.
2. Set up stations with additional toppings such as nuts or yogurt
3. Provide bowls of oatmeal.
4. Invite parents to help children choose their toppings and make their own bowl.
5. Discuss with parents which food groups are included in the meal. Oatmeal (grain group); Diced fruits (fruit group); Nuts (protein group).



# Oatmeal Bar

## Materials:

- Bowls
- Oatmeal
- Toppings such as nuts, diced fruits, yogurt, granola

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up station on table.
2. Set up stations with additional toppings such as nuts or yogurt
3. Provide bowls of oatmeal.
4. Invite parents to help children choose their toppings and make their own bowl.
5. Discuss with parents which food groups are included in the meal. Oatmeal (grain group); Diced fruits (fruit group); Nuts (protein group).



# Oatmeal Bar

## Materials:

- Bowls
- Oatmeal
- Toppings such as nuts, diced fruits, yogurt, granola

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up station on table.
2. Set up stations with additional toppings such as nuts or yogurt
3. Provide bowls of oatmeal.
4. Invite parents to help children choose their toppings and make their own bowl.
5. Discuss with parents which food groups are included in the meal. Oatmeal (grain group); Diced fruits (fruit group); Nuts (protein group).



# Oatmeal Bar

## Materials:

- Bowls
- Oatmeal
- Toppings such as nuts, diced fruits, yogurt, granola

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up station on table.
2. Set up stations with additional toppings such as nuts or yogurt
3. Provide bowls of oatmeal.
4. Invite parents to help children choose their toppings and make their own bowl.
5. Discuss with parents which food groups are included in the meal. Oatmeal (grain group); Diced fruits (fruit group); Nuts (protein group).



# Carrot Patches

## Ingredients:

- Hummus
- Baby carrots
- Curly parsley
- Small cups (ex. Dixie Cups)

## Directions:

1. Spoon hummus into small cups to fit inside small cups.
2. Poke holes in the carrots using a toothpick
3. Insert a small piece of parsley in each hole.
4. Plant carrots in each pot by putting bottom half of the carrots into the hummus.
5. Send home carrot seeds with each family so they can plant their own carrots at home.



# Carrot Patches

## Ingredients:

- Hummus
- Baby carrots
- Curly parsley
- Small cups (ex. Dixie Cups)

## Directions:

1. Spoon hummus into small cups to fit inside small cups
2. Poke holes in the carrots using a toothpick
3. Insert a small piece of parsley in each hole.
4. Plant carrots in each pot by putting bottom half of the carrots into the hummus.
5. Send home carrot seeds with each family so they can plant their own carrots at home.



# Carrot Patches

## Ingredients:

- Hummus
- Baby carrots
- Curly parsley
- Small cups (ex. Dixie Cups)

## Directions:

1. Spoon hummus into small cups to fit inside small cups.
2. Poke holes in the carrots using a toothpick
3. Insert a small piece of parsley in each hole.
4. Plant carrots in each pot by putting bottom half of the carrots into the hummus.
5. Send home carrot seeds with each family so they can plant their own carrots at home.



# Carrot Patches

## Ingredients:

- Hummus
- Baby carrots
- Curly parsley
- Small cups (ex. Dixie Cups)

## Directions:

1. Spoon hummus into small cups to fit inside small cups.
2. Poke holes in the carrots using a toothpick
3. Insert a small piece of parsley in each hole.
4. Plant carrots in each pot by putting bottom half of the carrots into the hummus.
5. Send home carrot seeds with each family so they can plant their own carrots at home.



# Fruit Wheels

## Materials:

- Plates
- Rice Cakes (grain group)
- Low-fat flavored cream cheese (dairy group)
- Diced fruit (fruit group)

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table.
2. Provide parents and children a plate and rice cake.
3. Have parents and children prepare Fruit Wheels together by spreading cream cheese onto rice cake and topping with diced fruit.
4. Discuss the food groups included in the meal.



# Fruit Wheels

## Materials:

- Plates
- Rice Cakes (grain group)
- Low-fat flavored cream cheese (dairy group)
- Diced fruit (fruit group)

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table.
2. Provide parents and children a plate and rice cake.
3. Have parents and children prepare Fruit Wheels together by spreading cream cheese onto rice cake and topping with diced fruit.
4. Discuss the food groups included in the meal.



# Fruit Wheels

## Materials:

- Plates
- Rice Cakes (grain group)
- Low-fat flavored cream cheese (dairy group)
- Diced fruit (fruit group)

## Directions:

5. Rinse and cut a variety of fruit into small pieces and set up on table.
6. Provide parents and children a plate and rice cake.
7. Have parents and children prepare Fruit Wheels together by spreading cream cheese onto rice cake and topping with diced fruit.
8. Discuss the food groups included in the meal.



# Fruit Wheels

## Materials:

- Plates
- Rice Cakes (grain group)
- Low-fat flavored cream cheese (dairy group)
- Diced fruit (fruit group)

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table.
2. Provide parents and children a plate and rice cake.
3. Have parents and children prepare Fruit Wheels together by spreading cream cheese onto rice cake and topping with diced fruit.
4. Discuss the food groups included in the meal.



# Yogurt Parfaits

## Ingredients:

- Low-fat yogurt
- Whole grain cereal or granola
- Fresh or frozen fruit (thawed)
- Small bowls

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table. (If using frozen fruit, thaw and set on table).
2. Provide children with bowls of  $\frac{1}{2}$  cup yogurt.
3. Have them add fruit and cereal or granola to taste.



# Yogurt Parfaits

## Ingredients:

- Low-fat yogurt
- Whole grain cereal or granola
- Fresh or frozen fruit (thawed)
- Small bowls

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table. (If using frozen fruit, thaw and set on table)
2. Provide children with bowls of  $\frac{1}{2}$  cup yogurt.
3. Have them add fruit and cereal or granola to taste.



# Yogurt Parfaits

## Ingredients:

- Low-fat yogurt
- Whole grain cereal or granola
- Fresh or frozen fruit (thawed)
- Small bowls

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table. (If using frozen fruit, thaw and set on table)
2. Provide children with bowls of  $\frac{1}{2}$  cup yogurt.
3. Have them add fruit and cereal or granola to taste.



# Yogurt Parfaits

## Ingredients:

- Low-fat yogurt
- Whole grain cereal or granola
- Fresh or frozen fruit (thawed)
- Small bowls

## Directions:

1. Rinse and cut a variety of fruit into small pieces and set up on table. (If using frozen fruit, thaw and set on table)
2. Provide children with bowls of  $\frac{1}{2}$  cup yogurt.
3. Have them add fruit and cereal or granola to taste.





# My Favorite Fruits and Vegetables

---

Fruits:

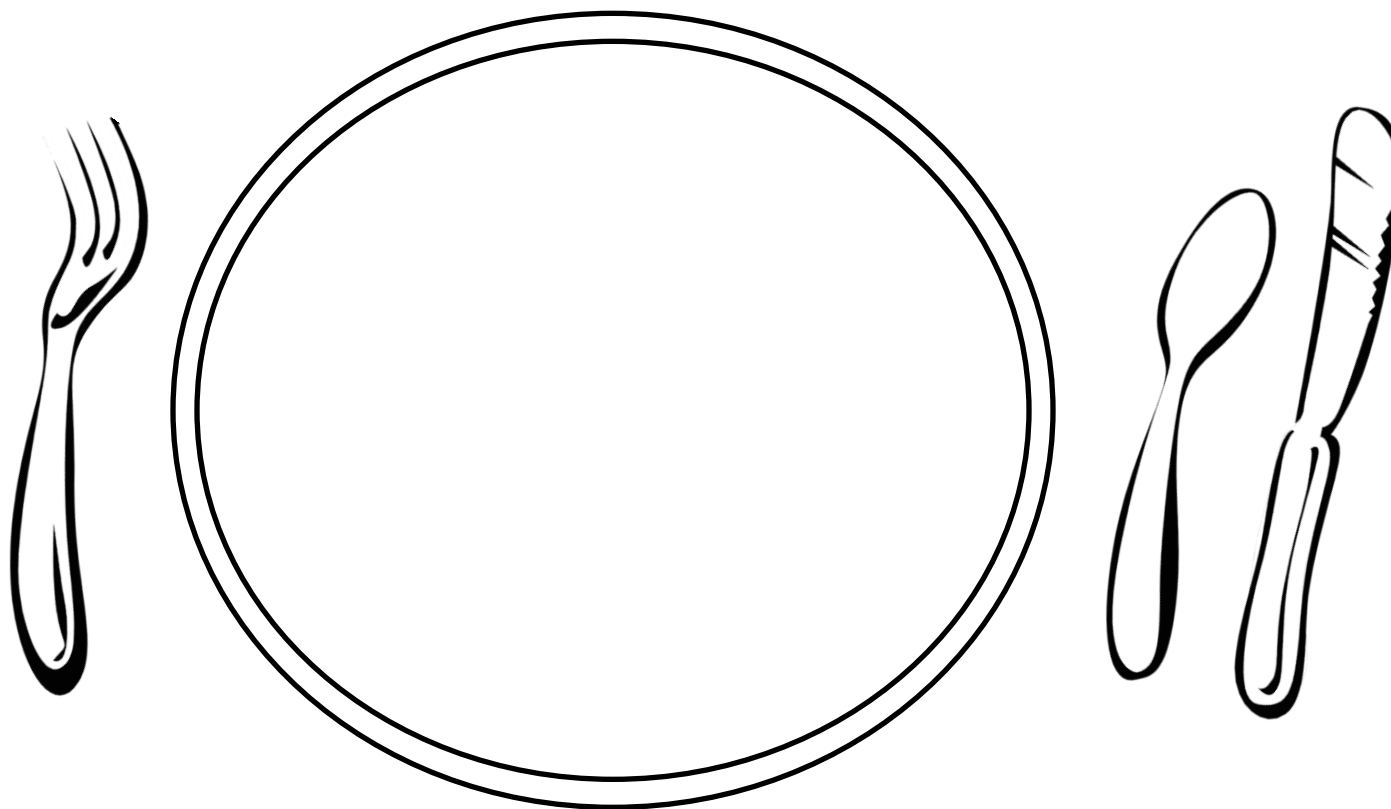


Vegetables:



What did I have for dinner last night?

---



# Buried Treasure

**\*For children 4 years and older**

## Materials:

- Clear cups
- Straws
- Fresh fruit cut into small slices (strawberries, banana, lemon)

## Directions:

1. Remove the seeds from the lemon first.
2. Allow children to choose which fruit they want and ask them to put it at the bottom of a clear glass of water.
3. Have children try to pull the fruit up with a straw. (They will slurp up a lot of water in the process.)
  - Explain that it is easier to retrieve the fruit if they drink the water to lower the level.
  - Encourage parents to get their own cup and model for their child.



# Buried Treasure

**\*For children 4 years and older**

## Materials:

- Clear cups
- Straws
- Fresh fruit cut into small slices (strawberries, banana, lemon)

## Directions:

1. Remove the seeds from the lemon first.
2. Allow children to choose which fruit they want and ask them to put it at the bottom of a clear glass of water.
3. Have children try to pull the fruit up with a straw. (They will slurp up a lot of water in the process.)
  - Explain that it is easier to retrieve the fruit if they drink the water to lower the level.
  - Encourage parents to get their own cup and model for their child.



# Buried Treasure

**\*For children 4 years and older**

## Materials:

- Clear cups
- Straws
- Fresh fruit cut into small slices (strawberries, banana, lemon)

## Directions:

1. Remove the seeds from the lemon first.
2. Allow children to choose which fruit they want and ask them to put it at the bottom of a clear glass of water.
3. Have children try to pull the fruit up with a straw. (They will slurp up a lot of water in the process.)
  - Explain that it is easier to retrieve the fruit if they drink the water to lower the level.
  - Encourage parents to get their own cup and model for their child.



# Buried Treasure

**\*For children 4 years and older**

## Materials:

- Clear cups
- Straws
- Fresh fruit cut into small slices (strawberries, banana, lemon)

## Directions:

1. Remove the seeds from the lemon first.
2. Allow children to choose which fruit they want and ask them to put it at the bottom of a clear glass of water.
3. Have children try to pull the fruit up with a straw. (They will slurp up a lot of water in the process.)
  - Explain that it is easier to retrieve the fruit if they drink the water to lower the level.
  - Encourage parents to get their own cup and model for their child.



# Make Water Fun and Flavorful

## Materials:

- Clear pitchers
- Fresh or frozen fruit
- Small cups

## Directions:

1. Fill multiple pitchers with water.
2. Add different ingredients to each such as fresh mint, basil, sliced cucumbers, sliced citrus fruits and berries for flavoring.
3. Refrigerate for at least an hour, allowing the flavor to infuse.
4. Set out on table and encourage parents and children to try all the different flavored waters and discuss which ones they liked best.



# Make Water Fun and Flavorful

## Materials:

- Clear pitchers
- Fresh or frozen fruit
- Small cups

## Directions:

1. Fill multiple pitchers with water.
2. Add different ingredients to each such as fresh mint, basil, sliced cucumbers, sliced citrus fruits and berries for flavoring.
3. Refrigerate for at least an hour, allowing the flavor to infuse.
4. Set out on table and encourage parents and children to try all the different flavored waters and discuss which ones they liked best.



# Make Water Fun and Flavorful

## Materials:

- Clear pitchers
- Fresh or frozen fruit
- Small cups

## Directions:

1. Fill multiple pitchers with water.
2. Add different ingredients to each such as fresh mint, basil, sliced cucumbers, sliced citrus fruits and berries for flavoring.
3. Refrigerate for at least an hour, allowing the flavor to infuse.
4. Set out on table and encourage parents and children to try all the different flavored waters and discuss which ones they liked best.



# Make Water Fun and Flavorful

## Materials:

- Clear pitchers
- Fresh or frozen fruit
- Small cups

## Directions:

1. Fill multiple pitchers with water.
2. Add different ingredients to each such as fresh mint, basil, sliced cucumbers, sliced citrus fruits and berries for flavoring.
3. Refrigerate for at least an hour, allowing the flavor to infuse.
4. Set out on table and encourage parents and children to try all the different flavored waters and discuss which ones they liked best.



# Water March

1. March children and parents throughout the center looking for sources of water. Ask them to point out things such as sinks, toilets, fire hydrants, puddles, faucets, clouds, etc.
2. At the end of the march provide cups of water and discuss the importance of drinking water to be healthy.
3. Ask the children to count how many places they find water at home that night.



# Water March

1. March children and parents throughout the center looking for sources of water. Ask them to point out things such as sinks, toilets, fire hydrants, puddles, faucets, clouds, etc.
2. At the end of the march provide cups of water and discuss the importance of drinking water to be healthy.
3. Ask the children to count how many places they find water at home that night.



# Water March

1. March children and parents throughout the center looking for sources of water. Ask them to point out things such as sinks, toilets, fire hydrants, puddles, faucets, clouds, etc.
2. At the end of the march provide cups of water and discuss the importance of drinking water to be healthy.
3. Ask the children to count how many places they find water at home that night.



# Water March

1. March children and parents throughout the center looking for sources of water. Ask them to point out things such as sinks, toilets, fire hydrants, puddles, faucets, clouds, etc.
2. At the end of the march provide cups of water and discuss the importance of drinking water to be healthy.
3. Ask the children to count how many places they find water at home that night.



I am good at...

---



# *Sleep Pledge*



I will...

---

# My Favorite Bedtime Stories

---





# Edible Faces

## Materials:

- Plates
- Cheese cubes
- Low-fat dip or yogurt
- Diced fruit and vegetables

## Directions:

1. Rinse and cut fruits and vegetables into small pieces.
2. Provide children with bowls of small foods (diced fruits, vegetables, cheese) and a plate.
3. Encourage children to play with food to make “food faces” on their plate.
4. After making a “food face”, encourage children to taste the foods on their plate.



# Edible Faces

## Materials:

- Plates
- Cheese cubes
- Low-fat dip or yogurt
- Diced fruit and vegetables

## Directions:

1. Rinse and cut fruits and vegetables into small pieces.
2. Provide children with bowls of small foods (diced fruits, vegetables, cheese) and a plate.
3. Encourage children to play with food to make “food faces” on their plate.
4. After making a “food face”, encourage children to taste the foods on their plate.



# Edible Faces

## Materials:

- Plates
- Cheese cubes
- Low-fat dip or yogurt
- Diced fruit and vegetables

## Directions:

1. Rinse and cut fruits and vegetables into small pieces.
2. Provide children with bowls of small foods (diced fruits, vegetables, cheese) and a plate.
3. Encourage children to play with food to make “food faces” on their plate.
4. After making a “food face”, encourage children to taste the foods on their plate.



# Edible Faces

## Materials:

- Plates
- Cheese cubes
- Low-fat dip or yogurt
- Diced fruit and vegetables

## Directions:

1. Rinse and cut fruits and vegetables into small pieces.
2. Provide children with bowls of small foods (diced fruits, vegetables, cheese) and a plate.
3. Encourage children to play with food to make “food faces” on their plate.
4. After making a “food face”, encourage children to taste the foods on their plate.



# Fruit and Veggie Tasting

## Directions:

1. Rinse and cut a variety of fruit and/or vegetables into small pieces and place on table.
2. Provide children a plate a allow them to take some of each food
3. Encourage them to explore the foods by asking them:
  - What color is the food?
  - What does it look like?
  - What does it remind them of?
4. Encourage children to try “one bite” of each food.
  - Discuss what the foods taste like: sweet, tart or bitter.
  - Ask if they liked it or not.



# Fruit and Veggie Tasting

## Directions:

1. Rinse and cut a variety of fruit and/or vegetables into small pieces and place on table.
2. Provide children a plate a allow them to take some of each food
3. Encourage them to explore the foods by asking them:
  - What color is the food?
  - What does it look like?
  - What does it remind them of?
4. Encourage children to try “one bite” of each food.
  - Discuss what the foods taste like: sweet, tart or bitter.
  - Ask if they liked it or not.



# Fruit and Veggie Tasting

## Directions:

1. Rinse and cut a variety of fruit and/or vegetables into small pieces and place on table.
2. Provide children a plate a allow them to take some of each food
3. Encourage them to explore the foods by asking them:
  - What color is the food?
  - What does it look like?
  - What does it remind them of?
4. Encourage children to try “one bite” of each food.
  - Discuss what the foods taste like: sweet, tart or bitter.
  - Ask if they liked it or not.



# Fruit and Veggie Tasting

## Directions:

1. Rinse and cut a variety of fruit and/or vegetables into small pieces and place on table.
2. Provide children a plate a allow them to take some of each food
3. Encourage them to explore the foods by asking them:
  - What color is the food?
  - What does it look like?
  - What does it remind them of?
4. Encourage children to try “one bite” of each food.
  - Discuss what the foods taste like: sweet, tart or bitter.
  - Ask if they liked it or not.



# Red Light Green Light

Before You Start: Define playing area with a start and finish line.  
Review rules with players.

Directions:

1. Select one person to be the caller while all other participants stand at the start line.
2. When yelling “green light” the caller must turn around so he/she cannot see anyone and everyone will move forward toward the caller.
3. The caller will turn around when yelling “red light” and everyone must freeze.
4. Anyone who is still moving when the caller turns around is sent back to the starting line.



# Red Light Green Light

Before You Start: Define playing area with a start and finish line.  
Review rules with players.

Directions:

1. Select one person to be the caller while all other participants stand at the start line.
2. When yelling “green light” the caller must turn around so he/she cannot see anyone and everyone will move forward toward the caller.
3. The caller will turn around when yelling “red light” and everyone must freeze.
4. Anyone who is still moving when the caller turns around is sent back to the starting line.



# Red Light Green Light

Before You Start: Define playing area with a start and finish line.  
Review rules with players.

Directions:

1. Select one person to be the caller while all other participants stand at the start line.
2. When yelling “green light” the caller must turn around so he/she cannot see anyone and everyone will move forward toward the caller.
3. The caller will turn around when yelling “red light” and everyone must freeze.
4. Anyone who is still moving when the caller turns around is sent back to the starting line.



# Red Light Green Light

Before You Start: Define playing area with a start and finish line.  
Review rules with players.

Directions:

1. Select one person to be the caller while all other participants stand at the start line.
2. When yelling “green light” the caller must turn around so he/she cannot see anyone and everyone will move forward toward the caller.
3. The caller will turn around when yelling “red light” and everyone must freeze.
4. Anyone who is still moving when the caller turns around is sent back to the starting line.



# Freeze Dance

## Materials:

- Radio or something to play music

## Directions:

1. Start by playing music and letting everyone dance around.
2. Stop the music and yell 'freeze'. Have everyone stop in the position they were in and hold it.
3. Start the music again and repeat.



# Freeze Dance

## Materials:

- Radio or something to play music

## Directions:

1. Start by playing music and letting everyone dance around.
2. Stop the music and yell 'freeze'. Have everyone stop in the position they were in and hold it.
3. Start the music again and repeat.



# Freeze Dance

## Materials:

- Radio or something to play music

## Directions:

1. Start by playing music and letting everyone dance around.
2. Stop the music and yell 'freeze'. Have everyone stop in the position they were in and hold it.
3. Start the music again and repeat.



# Freeze Dance

## Materials:

- Radio or something to play music

## Directions:

1. Start by playing music and letting everyone dance around.
2. Stop the music and yell 'freeze'. Have everyone stop in the position they were in and hold it.
3. Start the music again and repeat.



# Freeze Tag

Before You Start: Use an open area with boundaries; use cones if needed. Demonstrate safe tagging: light touch on the shoulder. Review how to give a double high-5.

Directions:

1. Select two children to be "it". The rest of the students spread out within the open area.
2. The leader designates what movement everyone should be using (running, skipping, hopping, walking, etc.).
3. If a student gets tagged, he/she immediately freezes. To 'unfreeze', another child must give the frozen person a double high-5.
4. Switch taggers and style of movement often.



# Freeze Tag

Before You Start: Use an open area with boundaries; use cones if needed. Demonstrate safe tagging: light touch on the shoulder. Review how to give a double high-5.

Directions:

1. Select two children to be "it". The rest of the students spread out within the open area.
2. The leader designates what movement everyone should be using (running, skipping, hopping, walking, etc.).
3. If a student gets tagged, he/she immediately freezes. To 'unfreeze', another child must give the frozen person a double high-5.
4. Switch taggers and style of movement often.



# Freeze Tag

Before You Start: Use an open area with boundaries; use cones if needed. Demonstrate safe tagging: light touch on the shoulder. Review how to give a double high-5.

Directions:

1. Select two children to be "it". The rest of the students spread out within the open area.
2. The leader designates what movement everyone should be using (running, skipping, hopping, walking, etc.).
3. If a student gets tagged, he/she immediately freezes. To 'unfreeze', another child must give the frozen person a double high-5.
4. Switch taggers and style of movement often.



# Freeze Tag

Before You Start: Use an open area with boundaries; use cones if needed. Demonstrate safe tagging: light touch on the shoulder. Review how to give a double high-5.

Directions:

1. Select two children to be "it". The rest of the students spread out within the open area.
2. The leader designates what movement everyone should be using (running, skipping, hopping, walking, etc.).
3. If a student gets tagged, he/she immediately freezes. To 'unfreeze', another child must give the frozen person a double high-5.
4. Switch taggers and style of movement often.

